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AUTHOR	Law, Gordon F., Comp; Schaefer, Carl J., Comp.
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ABSTRACT

This booklet was prepared by the American Vocational Association to meet the need for a common set of acceptable definitions for terminology used in vocational, technical, and practical arts education throughout the U.S. Included are approximately 269 definitions which were reviewed by professionals from all fields of vocational, technical, and practical arts education and evaluated by U.S. Office of Education representatives. (SB)

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VOCATIONAL-TECHNICAL TERMINOLOGY

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Foreword

The need has long been recognized for a common set of acceptable definitions for certain terminology used in vocational, technical and practical arts education throughout the states. This booklet has been prepared by the American Vocational Association in an effort to meet that need, in the hope that with the imparting of clarity and consistency to the terms in question, a major advance will be made in the discussion of problems concerning the field.

The Board of Directors of the AVA delegated to the Publications Committee the task of compiling a list of acceptable definitions for the terms most essential to an understanding of the phases of education covered by the Association. The Publications Committee recognizes that new terms are constantly being added as new legislation and new occupations appear. The idea of a booklet on terminology which would be all inclusive is not practical for the rapidly changing and growing vocational education field but, as an aid to this growth, periodic attempts must be made to identify and define the most widely used terms. The definitions included were reviewed by professionals from all parts of the nation, and from all fields of vocational, technical, and practical arts education; and representatives from the U.S. Office of Education were asked to evaluate the material. The terms underwent the scrutiny of the Board of Directors and the Publications Committee, representing all divisions and departments of the AVA.

Gordon F. Law, Head, Department of Urban Education, Rutgers University, and Publications Committee member, accepted the responsibility for final compilation of the material. He was assisted by Carl J. Schaefer,

Professor, Department of Vocational and Technical Education, Rutgers University.

Vocational-Technical Terminology is designed to be of aid to persons in all phases of vocational education. Supervisors and administrators, as well as professors in teacher-training institutions, are in particularly advantageous positions to help resolve confusion and implement a consistent and uniform use of this terminology. It is suggested that these definitions of terms be adopted in all teacher-training classes to bring about clarity and understanding among our prospective teachers.

PUBLICATIONS COMMITTEE

VOCATIONAL-TECHNICAL TERMINOLOGY

Accountability

—A process applied to a program which parallels and is used in conjunction with financial accounting. Expected outcomes of the learning experience are pre-stated in terms permitting pre- and post-testing to determine the extent to which objectives have been achieved, and to permit a comparison of costs and benefits of various approaches to instruction. Stated objectives are expected to be realistic within legal, fiscal, and resource constraints; and, to reflect current population needs for occupational preparation, and current manpower and job requirements.

Accounting

—Organized subject matter and learning activities which are designed to provide opportunities for pupils to develop knowledge, understanding and skills concerned with the principles and theory of accounting, and accounting practices. Different aspects of accounting are organized for instruction under various descriptive titles, such as accounting principles, accounting systems, advanced accounting, cost accounting, data processing accounting, governmental and institutional accounting, income tax accounting, intermediate accounting, payroll accounting, secretarial accounting, and other accounting.

Accreditation

—A process whereby an organization or agency recognizes an institution or program of study as having met certain pre-determined qualifica-

tions or standards. The process normally includes the setting of standards, a self-study by the institution or program, examination by a team of outside specialists, a decision by an independent accrediting commission, and publication of a list of accredited institutions or programs.

Institutional accreditation covers an institution as a whole. Programmatic accreditation covers a specific program such as law or nursing.

Accreditation by an agency recognized by the U.S. Commissioner of Education confers eligibility for a variety of federal benefits.

Adult agriculture classes

—Organized classes for adults who are engaged in agricultural production, business and/or industry and who desire to increase their competency and/or efficiency through participation in such classes. An adult class may be of long or short-term duration and held in the evenings or during the day, or both.

Advancement curriculums

—A series of short units or courses for employed adults, emphasizing the development of competencies which upgrade current employment qualifications or are necessary to qualify for a specific level of job opportunity; sometimes referred to as diploma programs or packaged courses for supplementary instruction.

Advertising and sales promotion

—The study and development of skills concerned with the principles and theory of advertising as a mass marketing and communications tool, and the coordination of external and internal activities of a promotional nature.

Advisory committee

—A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state and local levels and often function under names other than that of advisory committee.

Agricultural business

—A business which has as one of its primary purposes the production of plants or animals, the processing and distribution of agricultural products, or the providing of agricultural supplies and services used in production agriculture.

Agricultural education

—Usually refers to the curriculum in a college or university structured to prepare and assist teachers of agriculture in secondary schools. Sometimes used synonymously with the term *vocational agriculture*.

Agricultural industries course

—A course in agriculture designed to prepare youth for employment in nonfarm agricultural occupations. Sometimes called agricultural business courses or agricultural occupations courses.

Agricultural mechanics

—Subject content and activities designed to develop abilities necessary for performing and/or assisting with the common and important operations or processes involved in the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics shop.

Agricultural occupation

—An occupation involving knowledge and skills in agriculture. The primary agricultural instructional areas which will also serve for classifying agricultural occupations are: agricultural production, agricultural supplies, agricultural mechanics, ornamental horticulture, agricultural resources, and forestry.

Agricultural production

—A combination of subject matter and learning experiences designed to teach basic principles and management decisions involved in the

science and technology of producing, marketing, inspecting, and processing farm products.

Agricultural resources (conservation, utilization and services)

—A combination of subject matter and planned learning experiences concerned with the principles and processes involved in the conservation and/or improvement of natural resources such as air, forests, soil, water, fish, plants, and wildlife for economic and recreation purposes. Instruction also emphasizes such factors as the establishment, management, and operation of forest lands used for recreational purposes.

Agriculture

—The field of human endeavor which includes the production of plants and animals, the processing and distribution of agricultural products, and the providing of agricultural services.

Allotment (federal aid)

—The amount of an appropriation set aside for one state for one year for specific purposes, such as vocational education. (Also see Appropriation)

American Vocational Association

—A national, nonprofit professional organization devoted exclusively to the development and promotion of vocational, technical and practical arts education. Members include teachers, teacher-educators, administrators, supervisors, researchers, curriculum development specialists, and guidance counselors, as well as persons from business, industry and other fields outside of professional education.

Ancillary services

—Those activities and functions carried out to assure quality in vocational education programs; namely, teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, state administration and leadership. The latter category of activities would include periodic evaluation of state and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.

Applied arts

—A study of the principles underlying the arts as they are applied to utilitarian things; for example, the planning, designing, manufacturing, or arrangement of such commodities as clothing, shelter, furniture, and equipment. Frequently identified with courses in home economics and fine arts.

Apprentice training

—Occupational training undertaken by a trade or industry, usually in cooperation with a public school. The training program usually is designed by a committee of employer-employee representatives and directed by them. The apprentice works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Appropriation (federal or state)

—Funds granted by federal or state governments for specific purposes. (Also see Allotment)

Area-unit industrial laboratory (or Unit shop)

—A shop designed and equipped to provide instruction in a single industrial area or occupation. The area-unit industrial laboratory is commonly known as the unit shop.

Area vocational school or center

—A school or program involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed or left high school and are available for full-time

study. These schools are sponsored and operated by local communities or by the state.

Assignment sheet

—An instruction sheet designed to give students a study or work assignment, with directions on procedure, completion requirements, time limit, references and questions or other study helps.

Associate degree

—The designation granted upon completion of an educational program of at least two but less than four years of college work; generally for the completion of the curriculum of a two-year postsecondary institution.

Authorization

—A maximum sum of money designated by the Congress in the enabling legislation for purposes of program. In no event, however, are funds made available for expenditure until a specific appropriation bill is enacted. The amount of appropriation may be less than the amount of authorization.

Automation

—The process of replacing manual control equipment with mechanical, electrical, or electronic equipment.

Basic job curriculums (distributive education)

—Instructional programs which prepare students for elementary or basic distributive occupations, involving minimal employment and responsibility, and which emphasize fundamental techniques, in sales and sales-supporting services, simple marketing concepts, social competencies, and basic skills in computation and communications.

Business education

—A program of instruction which consists of two parts: (a) *office education,* a vocational education program for office careers involving initial, refresher, and upgrading education leading to employability and advancement in office occupations, and (b) *general business education,* a program to provide students with information and competencies which are needed in managing personal business affairs and in using the services of the business world.

Career development

—A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career development job curriculums (distributive education)

—Instructional programs which prepare students for career positions involving competencies and responsibilities necessary for self-direction, and emphasize the functions of marketing, merchandising, and management within the discipline of distribution.

Certificate of completion (certificate of training)

—Written recognition granted to members of vocational classes upon satisfactory completion of the requirements of a course of instruction. Such certificates are usually presented when courses are not taken for credit towards graduation.

Certificate of compliance

—A document executed by an agency attesting to that agency's compliance with the provisions of Title VI of the Civil Rights Act of 1964. The filing of such a certificate is a prerequisite of eligibility for the benefits of federal funds.

Certification

—(See Teacher Certification)

Citizens' committee

—A term used extensively in agricultural education, referring to advisory committees.

Clerical practice

—Learning situations involving laboratory and discussion experiences which are designed to help pupils who are not pursuing secretarial or bookkeeping knowledge and skills develop knowledge and skills in clerical operations. Emphasis is on various activities such as filing, record keeping, typing, telephone and telegraph usage, mailroom activities, shipping procedures, personality development, machine operation, and job-application procedures.

Combined elementary and secondary school plant

—A school plant that houses, on a permanent basis, two schools only—an elementary school and a secondary school.

Community college

—A two-year postsecondary institution operated by the board of education of a local basic administrative unit or units (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community.

Comprehensive general shop

—(See Multi-field Industrial Laboratory)

Comprehensive high school

—A secondary school with a curriculum designed to offer a diversified program to meet the needs of pupils with varying interests and abilities.

Computer assisted instruction

—Programmed instruction utilizing a computer as the principal medium of instruction.

Construction project

—A planned building, remodeling or other project on which students work under the direction of an instructor to gain skill, knowledge and experience in an occupation.

Consumer and homemaking education

—Designed to help individuals and families improve home environments and the quality of personal and family life, and include instruction in food and nutrition, child development, clothing, housing, family rela-

tions, and management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities.

Continuing education

—Any extension for young persons and adults of opportunities for reading, study, and training at the higher education level following completion of, or withdrawal from, full-time school or college programs. The service is usually provided by special schools, centers, colleges, or institutes, or by separate administrative divisions such as university extension. Continuing education usually emphasizes flexible rather than traditional or academic programs.

Cooperative vocational education program

—A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction—including required academic courses and related vocational instruction—by the alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time.

Cooperative plan

—An organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing competencies through supervised training on a job related to their occupational objective.

Coordinating teacher (or Teacher-coordinator)

—A member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training.

Coordination

—The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of a vocational program and directing them toward a common purpose.

Coordinator (cooperative education)

—A member of the school staff responsible for administering the school program and resolving all problems that arise concerning school regulations as related to on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

Counselor (guidance)

—An experienced and trained person who helps another individual to understand himself and his opportunities, to make appropriate adjustments, decisions, and choices in the light of his unique characteristics, and to initiate a course of training or work in harmony with his selection.

Course of study

—An inclusive outline of the objectives, experiences, skills, projects, demonstrations, related information, and methods involved in teaching a subject; covers a specified period of time.

Craft advisory committee

—A group of local craftsmen, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

Curriculum

—The series of courses designed to cover the instruction in a designated field. It may refer also to the whole body of courses offered in an educational institution.

Curriculum materials

—Materials consisting of a series of courses to cover instruction in any occupational field in vocational education which are designed to prepare persons for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field.

Custom occupations

—Occupations in which the services are performed for individual clients or customers.

Data processing and computer operation

—Learning activities concerned with surveying and studying the rapidly growing need for and uses of electronic data processing systems in the business office, and the implications for management, including the analysis and study of concepts of computer operations.

Day classes

—Courses conducted for persons regularly enrolled in a full-time school who wish to prepare for gainful employment in an occupation. Training is comprehensive and includes instruction needed by the skilled and competent worker.

Demonstration program

—A program which presents activities of learning and instruction, planned for the purpose of illustrating methods, techniques, or experiments to teachers, administrators, students, and the public.

Demonstration plot

—A plot of ground used for instructional purposes in the field of agriculture. It is used for demonstration purposes and to show in a realistic way various practices, procedures, and techniques in agriculture.

Disadvantaged

—Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The terms includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped.

Distribution

—(See Marketing)

Distributive education

—A program of instruction in the field of distribution and marketing designed to prepare individuals to enter an occupation, to progress in an occupation, or to improve competencies required in an occupation. Emphasis is on the development of attitudes, habits, skills, and understandings related to the performance of activities that direct the flow of goods and services from producer to the consumer or user. Includes consideration of appropriate utilization of these goods and services.

Distributive Education Clubs of America (DECA)

—The national organization for students enrolled in distributive education classes. DECA is an integral part of the instructional program for high school students. Its purposes are to develop a respect for education in marketing and distribution which will contribute to occupational competencies that lead to a career in distribution, and to promote understanding and appreciation for responsibilities of citizenship in a free, competitive enterprise system.

Distributive education specialist job curriculums

—Instructional programs which prepare students for distributive specializations in functions, product areas, or service fields involving leadership competencies and management responsibilities in relation to personnel, finance, and merchandise or service.

Distributive occupations

—Occupations followed by proprietors, managers, supervisors, or employees engaged primarily in marketing or merchandising of goods or services. Distributive occupations are found in such businesses as: retail and wholesale trade; finance, insurance, and real estate; services and service trade; manufacturing, transportation and utilities; and, communications.

Diversified occupations program

—A cooperative training program conducted by industry or business and the schools, in which learners in two or more general occupational areas work and study under the direction of one teacher-coordinator.

Dual enrollment

—An arrangement whereby a pupil regularly and concurrently attends two schools which share direction and control of his studies. For example, the pupil attends a public school part-time and a nonpublic school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the nonpublic school; or, he attends a public secondary school part-time and an area vocational school part-time with the direction and control of his studies similarly shared by the two institutions.

Economic Opportunity Act

—An act designed to prepare young men and young women aged 16 through 21 for the responsibilities of citizenship and to increase their employability by providing, in rural and urban residential centers, education, vocational training, useful work experience, and other appropriate activities.

Elementary and Secondary Education Act

—An act which provides financial assistance to local educational agencies serving areas with concentrations of children from low-income families in order that educational programs may be expanded and improved by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

Employment

—The work mechanism which involves those activities and services related to jobs, occupations and careers in trade, industry, business, agriculture, home and community services and paraprofessional opportunities in the national economy. Gainful employment is that employment—job, occupation or career—for which wages and salaries are paid and income is directly associated with the employment.

Employment experience

—A type of supervised experience consisting of a series of learning activities accomplished by the student as a paid employee.

Evaluation

—A systematic procedure whereby the quality of the teaching-learning process and the achievement of stated objectives are ascertained. An on-going process that provides inputs and feedback to guide change and offer directions for the program and its modification.

Evaluative criteria

—Criteria used to evaluate the elements which comprise the total program or any specific phase of it. The evaluation includes self-appraisal by teaching staff, assistance from the administration, counselors, advisory committee, and other school personnel as well as the state department. The objective of the evaluative criteria is to assist the local authorities in determining the quality and status of the program and changes which need to be implemented for strengthening the program.

Evening school

—An institution that offers an organized program of courses for the

convenience of adult students. Classes are held outside the ordinary working hours of employed persons.

Executive officer of the State Board for Vocational Education

—The educational administrator identified by the "State Plan" as chairman of the State Board for Vocational Education; the individual legally charged with the responsibility of effecting a program, policy, and regulation for vocational education in a state; usually the State Superintendent. In some states, he is the State Director.

Experiment sheet

—An instruction sheet designed to guide students in conducting and reporting an assigned experiment in a science, engineering production or other laboratory project. Usually it indicates expected results and gives direction for materials, equipment, procedure, safety precautions, reading assignments, and other instructions required for a safe and successful experiment.

Experimental programs

—Education, training, production, study or other courses or projects

conducted under a pre-determined plan or conditions to test or assess an expected or hoped-for conclusion.

Exploratory courses

—School subjects designed to provide the student with a general, overall view of the knowledge and skills involved in a field of learning or an occupation; courses which provide students with exploratory and introductory experiences in a wide range of occupations and serve as an aid in choosing a vocation.

Extended day programs

—Full-time vocational or other school programs, conducted for preparatory students, which begin after the regular school day.

Extension class

—Class instruction given for the purpose of increasing or extending skill and knowledge in the occupation in which one is engaged; usually on the adult level.

Externship

—A follow-up experience which builds onto and comes several years after the intern activity.

Family life education

—An educational program concerned with the improvement of family living. It may involve many educational subject fields such as homemaking, health, social studies, and different groups such as schools, clubs, and community agencies.

Farming experience (farming program)

—A type of supervised agricultural experience designed to develop competencies in the production of agricultural products and in the management of a farm business. Farming programs may involve some degree of ownership by the student in the production enterprises and active participation by the student in the management of the production enterprises.

Farming occupation

—A part of agricultural occupations dealing directly with the production of plants and/or animals.

Farming related occupation or business

—(See Nonfarm Agricultural Occupation or Business)

Federal Property and Administrative Services Act

—An act to simplify the procurement, utilization and disposal of government property, to reorganize certain agencies of the government, and for other purposes.

Federally impacted areas

—School districts with a specified percentage of the resident membership comprised of children of parents who work on and/or live on federally-owned or leased property.

Fiscal year (federal)

—The period of time beginning July 1 and terminating on the following June 30, and identified by the year in which it ends. Therefore, the fiscal year between July 1, 1969 and June 30, 1970 is termed fiscal 70.

Fitzgerald Act

—The National Apprenticeship Law enacted in 1937 "to promote the furtherance of labor standards of apprenticeship . . . bring together employers and labor for the development of programs of apprenticeship and . . . cooperate with state agencies in the formulation of standards of apprenticeship."

Follow-up study (vocational)

—A survey to determine what occupations the students and graduates of vocational education courses have entered and pursued over a span of time and how effective their training has been in relationship to actual needs of the job.

Foremanship training

—Short intensive courses or conference training programs conducted to instruct and upgrade first-line foremen and supervisors or potential supervisory personnel in the principles and techniques of industrial and business leadership.

Forestry (production, processing, management, marketing, and services)

—A combination of subject matter and experiences concerned with the multiple use of forest lands and resources, including their management and protection.

Functionally illiterate

—Individuals who are unable to read, write, and compute sufficiently well in order to meet the requirements of adult life.

Funds (vocational)

—Resources expended for programs of vocational education. These may come from local, state, or federal tax revenues, or from private resources.

Future Farmers of America

—A national organization of students of vocational agriculture. Chapters are located in public schools and institutions offering instruction in vocational agriculture and agricultural education under provisions of the National Vocational Education Acts. Primary purpose of the organization is to develop agricultural leadership, cooperation and citizenship.

Future Homemakers of America

—The national organization of students studying home economics in public and private secondary schools. This youth organization provides opportunities for developing leadership abilities, for preparing youth to participate in community organizations, and for developing individual and group initiative in planning and carrying out activities related to the home. On the local, state, and national levels, the FHA operates through the framework of the home economics education program of the secondary schools.

Gainful employment

—Employment in a recognized or new and emerging occupation for which persons normally receive in cash or in kind a wage, salary, fee, or profit. This term includes employment in sheltered workshops for handicapped persons.

General continuation class

—A part-time class for persons under 18 years of age who have left full-time instruction to enter the labor force. Provides instruction designed primarily to increase civic intelligence rather than to develop specific occupational competence.

General education program

—A secondary school, junior college, or adult education program of studies designed primarily to assist pupils with the common activities of citizenship, work, and family life through a variety of electives. This is contrasted with specialized education which prepares for an occupation.

General shop

—(See Multi-field Industrial Laboratory and Single-field Industrial Laboratory)

General unit shop

—A school shop confined to industrial arts education within a family of occupations such as metalworking, woodworking, or electricity. For example, a general metalworking shop would contain facilities appropriate to the specific occupations of machine shop, foundry work, sheet metal, and the like.

Generalized occupational education (introduction to occupations)

—Education provided in the elementary schools and high schools, and intended to acquaint the pupil with the world of work, assist him in choosing an occupation, and provide him with knowledge and skills usable in a variety of occupations.

George-Barden Act

—(See Vocational Education Act of 1946)

Grant-in-aid

—A financial grant, frequently in the form of periodic payments, made by a government or agency to another government or agency by way of assistance for a special or general purpose. For example, funds are granted by the Federal Government to the states for the promotion and

improvement of vocational education, under the terms of the federal vocational education acts.

Guidance services

—Those activities which have as their purpose (1) helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; (2) assisting pupils in increasing their understandings of educational and career opportunities; and, (3) aiding pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.

Guidance (vocational)

—The process of assisting individuals to understand their capabilities and interests; choose a suitable vocation; and, prepare for, enter, and make successful progress in that vocation.

Handicapped

—Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services.

Hazardous occupations

—Occupations in which the daily labors are, or may be, hazardous to life and limb; certain persons are prohibited by law from accepting such employment.

Hazardous Occupations Orders

—Legal restrictions issued by the U.S. Department of Labor regulating or prohibiting employment of certain persons, or stating the conditions of employment, in hazardous occupations. Designated agencies within states may issue such orders within the restrictions set by the federal agency. Hazardous Occupations Orders have the force of law.

Hazardous Occupations Orders (exemptions)

—Letters issued by the U.S. Department of Labor exempting certain persons, under prescribed conditions, from restrictions of specific hazardous occupations orders.

Health occupations education

—Courses and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic,

therapeutic, preventative, restorative, and rehabilitative services, and includes understandings and skills essential to the care and health services.

High school equivalency certificate

—A document issued by a state department of education certifying that a person has completed the equivalent of a high school course of study; frequently accepted in lieu of evidence of graduation from high school.

Higher education

—Education above the level of the secondary school, usually of four years' duration beginning with grade 13, and provided by colleges, universities, graduate schools, professional schools, and some technical institutes.

Home economics

—The term used to designate the professional field; includes the education and training necessary for professional positions in subject-matter areas of home economics, such as: home economics education; dietetics; cooperative extension; home economics and journalism; foods and nutrition, institution administration; textiles; clothing and design; human development and the family; family economics and management; social welfare; public health; research, etc.

Home economics education

—A program of instruction which is planned for the purpose of assisting youth and adults (at secondary, postsecondary, adult, and college levels) to understand and solve problems in home and family living and/or to prepare for employment and upgrading in occupations involving knowledge and skills in home economics subjects. Subject-matter areas include: child development; family relationships; food and nutrition; clothing and textiles; family economics and home management; housing, home furnishings and equipment; and, family health.

Home economics related occupations

—A term used to designate secondary, postsecondary and adult programs which have as their goal training for wage-earning occupations using home economics knowledge and skills. These occupations are at the subprofessional level.

Home experiences or projects

—Learning activities, related to personal and family problems, which are planned, carried out, and evaluated by the pupils in their homes under the guidance of the teacher and parents; for the purpose of personal development and improvement of home life.

Improvement project

—Consists of planning and carrying out an activity which results in an increase in the value or income of a business, or which results in the improvement of the home or its surroundings.

Independent study

—An activity in which pupils carry on their studies without attending formal classes and consult periodically with one or more staff members for direction and assistance. They frequently work toward the completion of individual study projects.

Industrial art

—Application of the principles of design to the planning and production of manufactured products.

Industrial arts education

—An area of education that involves the preparation, growth, and guidance of the individual for modern living through individual or cooperative group experiences in working with industrial materials, tools, and processes and studying their social and economic significance to the individual and the nation. It involves a program of instruction organized

to develop an understanding of the technical, consumer, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. Learning experiences include activities such as experimenting, designing, constructing, evaluating, and using tools, materials, and processes which provide opportunities for creativity and problem solving. Also, sometimes used to mean the preparation of teachers in the field of industrial arts education.

Industrial education

—A generic term applying to all types of education related to industry including industrial arts education, vocational industrial education (trade and industrial education), and much technical education.

Information sheet

—An instruction sheet designed to give students information not readily available from other sources, to bring together several sources of information, or to condense information for student use.

In-service training for teachers

—An educational process that includes those policies, plans and procedures in which professionally related needs and tasks serve as the basis for the educational program of employed teachers and are focused on curriculum; improvement of instruction; technological changes; development of new techniques, materials or devices; and, attainment of identified

objectives. The program(s) should serve both the educational development of the teacher and the advancement of education. In-service training is a self-renewing mechanism.

Instruction sheets

—Written teaching aids which contain organized material for the use of individual students. There are four common types:

Operation sheet—gives directions on how to perform a single manipulative operation,

Job sheet—gives step-by-step directions on how to perform, completely and in proper sequence, the operations necessary to complete a production job,

Information sheet—contains essential facts necessary for the understanding of an instructional unit which is largely informational in nature,

Assignment sheet—directs the study to be done or assignment to be carried out by the student on the lesson topic, and may include questions to determine how well the lesson has been learned.

Instructional feedback

—Evidence of achievement, understanding and behavior associated with those teaching activities eliciting particular responses and viewed within a particular mode of instruction.

Instructional materials center

—The space in a school where library, audio-visual, and other instructional developmental services are centered. When such services are limited to one or more specific subject areas, the space may be referred to as a "resource center."

Instructional media

—Includes the means, methods, and materials (hardware and software) involved in communicating with learners, and utilizes educational technology in order to maximize the educational process.

Interdisciplinary programs

—An approach by which resource people from various disciplines are brought together to organize and implement a program involving vertical articulation and/or horizontal correlation of subject matter.

Internship

—A period of time spent in a business, industry, or other agency for the purpose of providing the learner with opportunities to gain insight and direct experience related to one or more functions of that organization. Internship is usually conducted under the supervision of a coordinator. The intern may or may not receive a stipend.

Internship (school)

—The learner serves within an educational institution and is provided with direct experiences related to the administrative, civic, clerical, instructional, and similar functions that would be his as a member of the teaching profession. The intern is often paid for his work.

Interrelated cooperative program

—A high school program in which supervised occupational experience in more than one occupational area is combined with related classroom instruction. This type of program is designed especially for schools with enrollments too small to justify separate programs or for communities with a limited number of training stations.

Itinerant teacher

—One who teaches in different locations in lieu of having students come to a central point.

Job analysis

—A listing in the performance sequence of the steps or processes of a job or task together with safety measures, technical information and procedure concerned with its accomplishment. Usually includes tools, machines, and materials used in completing the job or task.

Job description

—A systematic listing of the tasks and duties in a payroll job together with such factors as the knowledge required, personnel relationships involved, physical and working conditions, and others.

Job study guide

—A manual, for use by instructors and students, which contains a listing of the performance steps and related technical knowledge topics of the basic jobs in an occupation.

Joint apprenticeship councils

—The body set up under the State Apprenticeship Law to develop standards of apprenticeship training and regulations governing its operation, and to supervise the apprenticeship program; usually made up of equal representation of management and labor. Also known as the State Apprenticeship Council.

Journeyman

—A tradesman or craftsman who is recognized and identified in his occupation by labor organizations and employers as competent to perform all jobs of the occupation satisfactorily; usually carries a "journeyman card" issued by the labor union or the State Apprenticeship Council.

Junior college

—An institution of higher education which offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. Offerings include transfer and/or terminal programs (with an immediate employment objective) at the postsecondary instructional level and also may include adult education programs. It is independently organized (public or nonpublic) or part of the public school system or an independently organized system of junior colleges. The term does not refer to the lower division of a four-year institution, even if this lower division is located on a campus apart from the campus of the parent institution.

Laboratory of industries

—A comprehensive general laboratory where activities center around mechanization and technical development within major areas of power, transportation, communication, construction, and manufacturing. (Also see Multi-field Industrial Laboratory.)

Laboratory (vocational)

—Refers to the in-school or out-of-school arrangement of space, equipment and facilities appropriate for the application of principles supportive of instruction. Activities concentrate on practices that enable the student to develop competencies related to entering, advancing or changing employment in a given occupation or cluster of occupations.

Local director of vocational education

—The educational administrator charged by the local board of education with the responsibility for developing, planning, and implementing vocational education in a local school system.

Manpower Development and Training Act

—An act to appraise the manpower requirements and resources of the nation, and to develop and apply the information and methods needed to deal with the problems of unemployment. Provides for institutional training through public vocational education.

Marketing (or Distribution)

—The performance of business activities directed toward, and incident to, the flow of goods and services from producer to consumer or user; may be used synonymously with distribution.

Modular scheduling

—Organization of uniform portions or modules of time which are combined in various multiples, as appropriate for various courses and activities. Each module is generally a fraction of the usual time required for a class period.

Multi-field industrial laboratory

—A school shop designed and organized to provide sufficient equipment and facilities necessary to offer an adequate breadth of educational experiences in a number of industrial fields or areas of instruction in industrial arts. Such a shop may have provisions for teaching drafting, graphic arts, metalworking, electricity, electronics, woodworking, power, and industrial crafts, or a similar combination of teaching areas. Multi-field industrial laboratories are also referred to as comprehensive general shops.

Multi-media instruction

—The educative process by which opportunities for learning are promoted and communicated through a variety of methods and materials, such as: overhead transparencies, slides, photographs, motion pictures, lectures, tapes, etc., which are used along with written materials (textbooks, study sheets, etc.) and computerized programs for selected courses of study.

Multiple-activity general shop

—(See Multi-field Industrial Laboratory)

National Advisory Council on Vocational Education

—A 21-member council appointed by the President of the United

States and comprised of representatives of labor and management, persons familiar with manpower problems, persons knowledgeable in the field of state and local vocational education administration, and those experienced in the education of handicapped persons. Also included are persons familiar with the special problems and needs of individuals disadvantaged by their socioeconomic backgrounds and those having special knowledge of postsecondary and adult vocational education, and representatives of the general public. The National Council meets at least four times a year to advise the Commissioner of Education, to review the administration and operation of vocational education programs, and to conduct independent evaluations.

New and emerging occupation

—(See Recognized Occupation)

Nonfarm agricultural business or occupation

—An occupation or business dealing with the processing and distribution of agricultural products or with the providing of agricultural supplies and services. The term is synonymous with off-farm agricultural business or occupation.

Nonuniform class periods

—A session in which time devoted to instruction consists of class periods of varying length.

Nursing assistance

—A combination of subject matter and experiences designed to prepare a person to perform simple tasks involved in the personal care of individuals receiving nursing services. These tasks are performed under the supervision of a nurse.

Observational experience (agriculture)

—A type of supervised agricultural experience consisting of a series of learning activities carried out by the student as an unpaid observer or participant. These activities are designed to acquaint the student with the occupational opportunities in agriculture. Observational experience activities may be provided on a farm, at the school, or in community businesses and industries as an integral part of classroom instruction.

Occupation

—A term referring to a person's regular work, business, pursuit or means of earning a living.

Occupational adjustment competencies

—Abilities involved in the personal adjustment of an individual to supervisors, co-workers and the general work environment.

Occupational analysis

—Detailed, systematic listing of the performance elements of an occupation and the technical and general knowledge needed to perform adequately.

Occupational competence

—The skills, understandings, and appreciations needed for successful employment in a specific occupation or cluster of closely related occupations.

Occupational education

—An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice and skill development for students.

Occupational experience

—Vocational instruction which is aimed at furthering the development of vocational competencies through actual employment as a source of learning. The on-the-job experiences are a means of gaining knowledges as well as vehicles for applying and testing what has been learned in school. To help assure that this will be an educational experience, a

training plan is employed under the supervision of an appropriate training sponsor.

Occupational experience program

—Learning situations designed jointly by school representatives and employers to give students direct contact with, and/or experience in, the daily work of industry, business and other occupations. Students usually perform learner-level tasks in regular employment situations without pay, for given periods of time, in order to gain understanding of industry and experience in work processes.

Occupational information

—Systematically organized data used by guidance and teaching personnel for the purpose of helping persons make a vocational choice. Material concerns the nature of the work, duties, responsibilities, and compensations involved in the various vocations and includes information about employment outlook, promotional opportunities, and entrance requirements.

Occupational objective

—A specific recognized occupational goal, selected by the student, the attainment of which is the purpose for his vocational instruction.

Occupational placement-employment experiences in agriculture

—(See Supervised Agricultural Experience Program)

Occupational program

—A secondary school, junior college, or adult education program of studies designed primarily to prepare pupils for immediate employment or upgrade the skills required by an occupation or cluster of occupations.

Off-farm agricultural occupation

—(See Nonfarm Agricultural Business or Occupation)

Office education

—A vocational education program for office careers involving initial, refresher, and upgrading education leading to employability and advancement in office occupations.

Office occupations

—Those activities performed by individuals in public and/or private enterprises, which are related to the facilitating function of the office. They include such items as recording and retrieval of data, supervision

and coordination of office activities, communication, and reporting of information.

On-farm occupational experience

—(See Supervised Agricultural Experience Program).

On-job agricultural training

—Instruction in the performance of a job given to an employed worker in agriculture by the employer during the usual working hours of the occupation. Ordinarily the minimum or beginning wage is paid.

On-the-job training

—Instruction in the performance of a sequentially-planned job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid.

Paraprofessionals

—A term used to describe persons employed to assist professional personnel in carrying out their responsibilities. Usually associated with the term semiprofessional.

Participating activities

—A teaching method which involves the individual actively, in order to stimulate transfer of subject matter to specific conditions of employment. These activities are used to motivate and reinforce learning.

Part-time program (vocational)

—A vocational training program conducted on the basis of less than a full-time instructional day. Usually provided for one, two, or three hours in the evening. Program may be preparatory for job entry or supplementary for skill improvement in a current job.

Performance records

—Records of planned study and experiences used in determining the efficiency of a production operation; for example, in agriculture, yields per acre, pounds of milk per cow, and labor efficiency.

Pilot programs

—Those activities or programs designed to represent alternatives or innovations in educational practices or structures which when studied will give direction and guidance for acceptance or rejection as part of the regular vocational education program.

Placement for farm experience

—Observational or employment experience, on a farm, designed to acquaint students with, and to develop competencies in, agricultural production and farm business management.

Planning center

—An area in which drawing equipment, reference material, and textbooks are available for students to use in the development of projects and/or experiments.

Postsecondary vocational education

—Designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. The term shall not be limited to vocational education at the level beyond grade 12 if the vocational education needs of the persons to be served require vocational education at a lower grade level.

Practical arts education

—A type of functional education of a manipulative nature on a non-vocational basis, which provides learning experiences in leisure-time interests, consumer knowledge, creative expression, family living, manual skills, technological development, and similar outcomes of value to all.

Practical nurse education

—The programs and curriculums designed and organized to train vocational or licensed practical nurses; consists of instruction and practice in theory and techniques of ministering and giving comfort to patients in hospitals, nursing and convalescent homes, and geriatric and child care centers.

Pre-employment training

—Instruction and practice in the skills and principles of an occupation or payroll job, given to persons before their placement on a job. The instruction may be given as a formal course or curriculum, or it may be a short intensive program of orientation and instruction immediately prior to employment.

Preparatory instruction

—Programs preparing youth or adults for full or part-time employment. May serve to prepare persons to enter and advance in an occupation or to equip workers with new or different skills demanded by technological changes.

Prevocational education

—Orientation—to a number of different occupational areas—and

counseling designed to assist a person in determining the occupational area(s) to prepare for.

Production experience in agriculture

—(See Supervised Agricultural Experience Program)

Programmed instruction

—Instruction utilizing a workbook, textbook, or mechanical and/or electronic device which has been "programmed" to help pupils attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and instantly identifying each answer as right or wrong, and (c) enabling each pupil to progress at his own pace.

Project

—Any individually designed learning activity that has a behavioral objective related to an individual's occupational goal and is to be accomplished in a specified length of time; an independent activity usually completed in a laboratory environment.

Project method

—A motivating technique of instruction in which the teaching units

are combined and related to normal life activities being encountered by the students.

Project plan

—An organizational pattern of instruction which involves a regularly scheduled series of individually designed activities or projects that give students an opportunity to apply theory in practice while developing competencies related to their occupational objectives.

Project training record

—(See Training Plan)

Public control

—Situations in which the program of a school system or school is under the control of a public agency, is supported primarily by public funds, and is operated by publicly elected or appointed school officials. Legal control of school systems and schools may be lodged at various governmental levels, such as: city or municipal, township, or county.

Public junior college

—A term including the two-year public community college and the two-year state, city, or municipal college, and generally excluding technical institutes and branch colleges. A public junior college is referred

to as a "community college" when it is operated by the board of education of a local basic administrative unit and has an instructional program adapted in content, level, and schedule to the needs of the local community.

Public service occupations

—Those categories of jobs, positions or careers in which the organized activities of employed personnel are related to meeting the common needs and demands of the public as a whole.

Public vocational school

—A secondary school, under public supervision and control and supported by public funds, that provides instruction which will enable high school youth and adults to prepare for, enter, and make progress in the occupation of their choice.

Recognized occupation (or New and emerging occupation)

—A lawful occupation that has been identified or is identifiable by employers, employee groups and governmental and non-governmental agencies and institutions concerned with the definition and classification of occupations.

Rehabilitation (vocational)

—The service of preparing disabled persons for remunerative employment through diagnosis, guidance, physical restoration, training, and placement.

Reimbursable vocational program

—Any vocational program which is conducted in accordance with the provisions of the state plan for vocational education and is thus eligible to receive federal vocational education funds.

Related subjects

—Courses of instruction in general or special subjects designed to strengthen occupational competence by enlarging a trainee's understanding of his occupation and his social and work responsibilities and by increasing his ability to communicate, and his comprehension and appreciation of the society in which he lives.

Retraining programs

--Courses of instruction which update workers in the knowledge, skills and techniques of their occupations in order to meet new demands of industry, or which offer training for new occupations or payroll jobs.

School farm (school farm laboratory)

—A farm, or farm land, owned or leased by the public school, and used by the school to provide students with educational experiences in farming.

School laboratory experience (agriculture)

—A type of supervised agricultural experience utilizing facilities provided by the school; furnishes students with exploratory activities, learnings designed to develop competencies in agriculture, and supervised agricultural experiences (if the student carries on the activities outside of regularly scheduled class time). School laboratories may include the following facilities: land laboratory, forest laboratory, agricutural mechanics laboratory, classroom laboratory, farm structures and equipment, and a greenhouse.

Self-contained class

—A class having the same teacher (or team of teachers) for all or most of the daily school session; for example, shops which contain lockers, space and furniture for theory classes and laboratory facilities.

Service occupations

—Those occupations which have as their primary purpose the render-

ing of personal service to the customer or maintenance of existing equipment.

Shared services

—An arrangement whereby a single board provides educational services for several schools or school systems, or whereby the services of one school or school system are made available to another. For example, a number of school districts, each lacking adequate financial resources or student enrollment, may share the services of an area vocational education program.

Sheltered workshop

—An enterprise, usually nonprofit, providing remunerative employment and/or rehabilitative activity under appropriate supervision and direction, for workers having one or more handicapping conditions—physical, mental, or emotional—of such degree that normal competitive employment is unsuitable or unavailable.

Shopwork

—An activity emphasizing experiences in laboratory and/or shop facilities in such areas as woodwork, metalwork, or other industrial processes and procedures.

Short-unit course

—A self-contained training program of relatively short duration, designed to give instruction in a single phase of a subject or in the operation of a specific machine.

Simulation

—A learning process which involves pupils as participants in role presentations and/or games imitating real-life situations or environments.

Single-field industrial laboratory

—A school shop, confined to industrial arts education, organized to provide experiences limited to a cluster of related areas associated with a specific field or to a closely related group within a family of industries, such as the metalworking industry. For example, a metalworking shop would provide equipment related to the specific occupations of machine shop, foundry work, sheet metal, welding, and the like. The single-field industrial laboratory is also referred to as a limited general shop.

Skilled mechanic

—A person who is proficient in the work processes and techniques of an occupation or payroll job which typically requires an extended period of time to develop such proficiency. Technical instruction, practice and experience are common components.

Skilled operator

—A person who is qualified by training and/or experience to control, drive or manipulate a machine, vehicle or unit of production equipment the operation of which requires skill and judgment beyond that of a laborer or beginning apprentice.

Skills center

—A school or training center which directs its instruction toward developing the skills, operating techniques and general knowledge required to function successfully in single skill occupations.

Smith-Hughes Act

—The basic federal vocational education act, passed in 1917, which established the principles of federal financial aid and cooperation with the states in promoting public vocational education (not leading to a baccalaureate degree) in agriculture, trade and industries, and home economics for persons aged 14 and over. The continuing yearly appropriations are administered under the Vocational Education Act of 1963 as amended by the Vocational Education Amendments of 1968.

Social competency

—The sum total of personal characteristics which are vocationally relevant, including personal appearance, traits, and attitudes.

State advisory council

—A group, appointed by the governor or an elected state board, with broad representation from business, labor, the community, and vocational education administration, which advises the state board, conducts evaluations, and prepares reports for the National Advisory Council; provided for by the Vocational Amendments of 1968.

State board for vocational education

—Designated or created by state law as the sole state agency responsible for the administration of vocational education, or for supervision of the administration by local educational agencies.

State director for vocational education

—The educational administrator employed by the State Board for Vocational Education to administer the state plan. He is usually identified by the title "State Director for Vocational Education" or "Assistant Superintendent" or "Assistant Commissioner for Vocational-Technical Education."

State education agency

—An organization established by state law to carry out specified educational responsibilities of the state.

State plan

—The document submitted by the state board for vocational education to the U.S. Office of Education describing the state's vocational education program. Includes policies followed by the state in maintaining, extending, and improving existing programs and establishing new programs to meet the intent of the Vocational Education Acts. Prerequisite for receiving federal funds under the Acts.

State reports

—Reports submitted by each state board for vocational education to the U.S. Office of Education regarding activities conducted under the state plan for the prior year; includes fiscal, statistical, and follow-up reports, and special reports as requested.

Student learner (student worker)

—A member of a cooperative education program, legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

Student teacher

—A student who assists a regular teacher and performs activities related to professional education, including a teaching assignment within

a supervised setting and within an approved sequence of experiences recommended by the appropriate institution and agency responsible for pre-service education of instructors for a particular field of study.

Supervised agricultural activities

—Experiences designed to help students achieve an educational objective in agriculture under the supervision of a teacher.

Supervised agricultural experience program

—A series of learning experiences which is part of an instructional program and designed to develop competencies in agriculture. May utilize facilities of home, farm, school, or community business and industries. Programs may include some or all of the following types of experiences: farming, employment, observational, and school laboratory.

Supervisor

—The professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field and over a given area. Supervisors may operate at the local, area, or state level and much of their work is concerned with in-service training for vocational teachers. In some states the supervisors are called consultants.

Supervisory teacher

—A teacher who also directs the work of one or more student teachers. Also referred to as cooperating teacher, critic teacher or cooperating school supervising teacher.

Supplementary instruction

—Vocational instruction generally provided on a part-time basis (day or evening) for adults wishing to prepare for an occupation or refresh, update, or upgrade competencies needed in their employment or for advancement in responsibility.

Supplementary job (agriculture)

—Activity which is engaged in for the single purpose of developing an agricultural skill or ability or which consists of the application of a single approved practice; undertaken in addition to other parts of the student's agricultural experience program.

Survey, community

—A fact-finding study of socioeconomic conditions and resources, as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

Survey, occupational

—A form of occupational census, taken by personnel trained to determine the number of qualified workers in designated occupations in a specified geographic or economic area, and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

Task analysis

—A report describing in sequence the jobs, operations, and procedures required to complete a specified task; includes tools, materials and equipment needed.

Taxonomy

—A system of classification into categories to insure accuracy in communication; for example, a taxonomy of educational objectives.

Teacher aide

—A staff member who performs assigned subprofessional or paraprofessional tasks related to guiding and directing the learning experiences of students in an instructional situation.

Teacher certification

—Granted after the minimum academic, professional, and other standards established by state departments of education are met by those who wish to teach full- or part-time in the public school system.

Teacher-coordinator

—(See Coordinating Teacher)

Teacher-educator (teacher-trainer)

—A professional person in the field of education responsible for the preparation and in-service training of teachers. Assists teachers or prospective teachers to secure the professional knowledge, ability, understanding, and appreciation which will enable them to meet certification requirements or to advance in teaching positions.

Technical education

—The branch of education devoted to instruction and training in occupations above the craftsman or trade levels, but generally not professional in nature. Instruction may not be baccalaureate in content but is evaluated usually by credit criteria rather than by clock hours. The courses qualify persons for employment in paraprofessional positions and as technicians, engineering aides, and production specialists.

Technical high school

—A high school whose curriculums are directed toward vocational, sub-engineering and technical careers, as differentiated from academic and professional objectives.

Technical institute

—A school whose purpose is to educate and train persons for careers in vocational and technical fields at levels beyond the twelfth grade. Usually it is so designated to distinguish it from the junior college and the community college, whose purposes may be both vocational-technical and academic.

Technician

—A person who is qualified by education, training, and experience to perform duties and/or services which require judgment skills equal to or greater than manipulative skills, and which involve knowledge of science. mathematics, manufacturing and construction processes, and human relations.

Technology

—The study of subjects dealing with intricate and advanced theories, problems and processes concerned with man's understanding and control of his physical environment.

Trade

—An occupation which usually requires a period of apprenticeship as part of the learning process. Mastery can embody a well-defined cluster of skills, knowledge of physical sciences, mathematics, applied drawing and mechanical principles.

Trade and industrial education

—Instruction planned to develop basic manipulative skills, safety practices, judgment, technical knowledge, and related occupational information for the purpose of fitting persons for initial employment in industrial occupations or upgrading and retraining workers employed in industry.

Trade preparatory programs

—Instructional curriculums or courses designed to train persons in the basic skills, knowledges, appreciations, and attitudes necessary to enter employment in a given occupation; usually taught, within appropriate blocks of learning time, in full-time schools or extended day schools.

Trade school

—A school offering instruction in occupational subjects only; usually offers preparatory extension and supervisory training courses. Does not

offer baccalaureate or other so-called academic courses as an integral part of its program.

Training agreement

—(See Training Memorandum)

Training memorandum (or Training agreement)

—An agreement, prepared by the teacher-coordinator, indicating the period of training, hours of work, salary, and other pertinent information necessary to assure basic understanding of the student's position as a student learner in the cooperative education program.

Training plan (or Training record)

—Indicates what is to be learned by a specific student learner and whether it is to be taught in the classroom (group or individual instruction), shop, or laboratory (on-the-job or project). The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student learner.

Training record

—(See Training Plan)

Training sponsor

—The individual to whom the student learner looks for instruction and training on-the-job or in the project laboratory. The on-the-job training sponsor may be the owner or manager or a responsible individual appointed by management.

Unit shop

—(See Area-unit Industrial Laboratory)

Unit trade course

—Instruction organized for persons attending full-time school and preparing for entrance into a specific trade or industrial pursuit. Courses are based solely on instruction for a particular trade or occupation.

United States Office of Education

—An agency of the Federal Government, within the Department of Health, Education, and Welfare, established by Congress in 1867 for the purpose of advancing the cause of education throughout the nation. It administers most of the education programs enacted by Congress. The Office of Education collects and transmits information and statistics on education to help strengthen schools and improve instruction at every educational level. The Division of Vocational and Technical Education

in the Office of Education is responsible for the administration of the vocational education acts.

Updating courses

—A process which involves altering procedures and resources as applied to instruction and curriculum in order to make the offerings relevant to the needs of the learner and objectives of the educational process.

Vocational counseling

—Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality factors, etc.

Vocational curriculum

—The organized sequence of experiences and offerings planned for the purpose of facilitating occupational choices; preparing for, or advancing in, employment; or, making adequate preparations for a change in employment as technology, economics, or societal conditions alter the nature and availability of employment.

Vocational education

—Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

Vocational Education Act of 1946 (or George-Barden Act)

—An act which provides for "the promotion and further development of vocational education in the several states and territories." It authorized a federal appropriation for grants-in-aid to states for use in vocational programs which meet certain minimum standards in agriculture, home economics, distributive education, trade and industrial education, and vocational guidance. Amendments added fishery trades and distributive occupations therein, practical nurse training and other similar health occupations. This act was subsequently repealed by the Vocational Education Amendments of 1968.

Vocational Education Act of 1963

—A law enacted to authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis so that persons of all ages in all communities of the states—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. Subsequently amended by the Vocational Education Amendments of 1968.

Vocational Education Amendments of 1968

—An act which amended all previous vocational education acts and repealed the Vocational Education Act of 1946. The declaration of purpose differed from the Vocational Education Act of 1963 in that those in postsecondary schools were specified among the groups which will have ready access to vocational training or retraining.

Vocational Industrial Clubs of America (VICA)

—The national organization of youth and young adults enrolled in vocational courses and programs commonly designated as industrial education. These include secondary and post-secondary students in industrial, service, health and technical occupations courses. VICA offers fraternal, social, and personal development; community service experience; leadership training and experience; and, an opportunity to participate in local, state, regional and national youth development activities.

Vocational school

—A school with the primary purpose of providing youth and adults with instruction leading to employment or upgrading in occupations in which they are employed.

Vocational and/or technical high school

—A secondary school which is separately organized for the primary purpose of offering education and training in one or more semiskilled, skilled, or technical occupations. Departments of other types of high schools which offer courses or programs in areas such as agriculture, home economics, office occupations, and other vocational and/or technical areas are not considered as separately organized vocational or technical high schools.

Work experience (exploratory)

—A program which provides students with the opportunity to observe and sample systematically a variety of work conditions in order to determine whether they wish to pursue certain careers and to ascertain their suitability for occupations being explored. The purpose of the program is not to develop saleable skills.

Work experience (general)

—A program having as its purpose the supervised part-time employment of students in order to assist them in acquiring desirable work habits for and attitudes toward the world of work. The part-time job held by a student need not be related to his occupational objective.

Work experience (vocational)

—A program having as its purpose the extension of vocational learning opportunities for the student through part-time employment in the occupation for which his school instruction is preparing him.

Work experience education (occupational experience)

—Employment undertaken as part of the requirements of a school course and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer.

Work study

—A program designed to provide financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational education programs and require such aid in order to continue in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to his career objective.

Young-farmer classes

—Groups of farmers who are taught by regular or special teachers of vocational agriculture in order to aid them in becoming satisfactorily established in farming. Group members are usually between 16 and 25 years of age and not otherwise enrolled in school.

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